



# Methodologies

What you might see

Or the students might expect

# Grammar-Translation

- Students get
  - Short grammar rules
  - Word lists
- Then
  - Translate using the rules and words
- Teacher-Student Roles
  - Teacher-fronted classroom. Students do what teacher says.



# So....

## Pro

- Translating from a foreign language into your mother tongue is not really bad
- Vocabulary Myth 7 (Folse)
  - The best dictionary for second language learners is a monolingual dictionary
- Truth: English/L1 dictionaries are fine

## Con

- Students also need natural language input if only use L1
- Students need to use the target language for communication
- Grammar Myth
  - Students will pick up the grammar from reading/listening
- Truth: Students actually need grammar guidelines BUT most non-native English teachers will not believe you know grammar rules

# Audio-Lingualism

- Response – stimulus – reward (conditioning)
  - Drills (same grammar, different words)
  - Reward correct pronunciation
  - Language labs (cue-response drills)
- The Modern Version
  - PPP – presentation, practice, production



# Backwards Build-ups

- A forms of audio-lingualism for pronunciation
  - Awkwardness
    - T: ness
    - S: ness
    - T: wardness
    - S: wardness
    - T: awkwardness
    - S: awkwardness



Video from <http://www.youtube.com/watch?v=iUCDhvbQFmU>

# So...

## Pro

- Useful, especially with low level students
- Repetition works (remind students over the course of a lesson/day/week/semester).
- You need 10-15 “sightings/hearings” before you can PRODUCE vocabulary

## Con

- Need to move from controlled to freer practice
- Vocabulary limited; focus is on grammatical structures through the drills. No rules are given.



# Communicative Language Teaching

- Language is about functions (agreeing, disagreeing, solving problems).
  - Multiple forms of functions should be taught
    - I agree.
    - Yes.
    - I think that might work.
- Exposure to a language and an opportunity to use it leads to almost automatic learning
  - Communicative activities are stressed
    - role-plays
    - information gap activities
    - debates)

# Moral Dilemmas

Death of a Princess





# Predictions, cont.

- For the next activity the teacher reads some predictions
  - In 2050, people will be living on the moon.
  - In 2012, Cape Town will have over 600,000 people.
  - Students are supposed to say whether they agree or disagree with the prediction. Students can also add their own predictions for the future.
  - Mistakes/errors are ignored.
- Predicting can continue with another activity using picture strips where students make predictions about what will happen. You can also have students make a list to place in a “time capsule” that will be buried in front of a new building on campus to be opened in 100 years. Students predict what students of the future will be interested in knowing about them and their lives on campus. Only the 10 most interesting items will be put on the list.

# So...

## Pro

- Students learn more than one way to say something (more than one way is correct)
- Students get to try out real, authentic language

## Con

- Grammar has not been shown to be picked up by most students if it is ignored. Modern CLT teachers know that they will have to work on linguistic accuracy.



# Task-Based Learning

- An extension of communicative language teaching
  - Emphasis is on completing a task and not the language
    - Getting bus timetable information
    - Renting an apartment near the university
    - Order in a restaurant (take-out menus are handy)
- TBL Sequence
  - Pre-task (Teacher introduces topic & explains task)
  - Task cycle (Students plan, gather language and info needed, produce the writing, role-play, presentation, video)
  - Final language focus (Students analyze the language used, making improvements—with Teacher guidance)

# Ordering from Menus

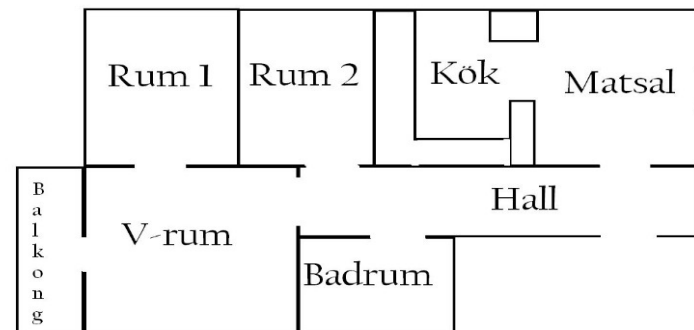
- Heute gehen wir nach Muenchen. Wir werden in der Hofbraeuhas essen. Bevor wir ankommen, bitte entscheiden Sie was Sie essen wollen. Wir haben nur 12€ pro person und bier kostet 5,90 €.
- **WURSTSPEZIALITÄTEN AUS UNSERER HAUSEIGENEN METZGEREI**
- Hofbräuhaus Metzgerei mit süßem Senf (1) 4,90 €
- Bockwurst mit hausgemachtem Kartoffelsalat 5,90 €
- Zwei Stück Regensburger auf Sauerkraut 5,90 €
- Vier Wiener mit hausgemachtem Kartoffelsalat 5,90 €
- Zwei Stück Pfälzer auf Sauerkraut 5,90 €



# Renting Apartments

Bostadssökning i Stockholm:

Nyrenoverad (2008) välplanerad ljus 3a i Hagsätra. Högst upp i ett höghus men fin utsikt från inglasad balkong. Bra kommunikationer och bra värd. Nytt kök med stora bänkytor, ny gasspis och matsal intill. Nytapetserade väggar, nya vitvaror och nylagda golv i sovrummen samt parkett i vardagsrum. Rökfri! Tvättstuga finns i källaren.



# Language Review

- Grammar
- Vocabulary



TBL/CLT for the time capsule?



# What represents your current society?

- In groups of five, choose 10 items that represent the culture of today. You have seen the size of the time capsule in the photo before. (Lower levels give students a list of possible items.)
  - What 10 items will you include?
  - Why have you chosen those items?
  - What do you have to think about when you choose items?
  - Battery life?
  - Electricity needed?
  - Will the future have electric power?
- Be prepared to present your decision to the class.



# So...

## Pro

- Concentrate on how we get things done (task-based language and not forms)
- Production is the starting point, so differs from PPP.

## Con

- Same problem with CLT and grammar. Teachers will need to focus on form at some point also.
- Teacher reformulates mistakes/errors, but not all students hear the reformulation

# What should you do?

- All of the above
  - Use an eclectic approach. Each approach has benefits.
    - Drills are fine.
    - Dictation is fine.
    - Vocabulary/grammar exercises are fine.
    - **Just remember to move your students to production.**
- Motivation of students is essential. Sometimes too much change too fast is difficult, especially for the weaker students.
- Never correct a teacher in front of his/her students if you are co-teaching. Talk about it after class.



Will I be able to teach a group of students as  
old or older than me?



How can we engage students who are used to the “chalk & talk” method rather than dynamic classrooms? How do we make them comfortable with the activities?

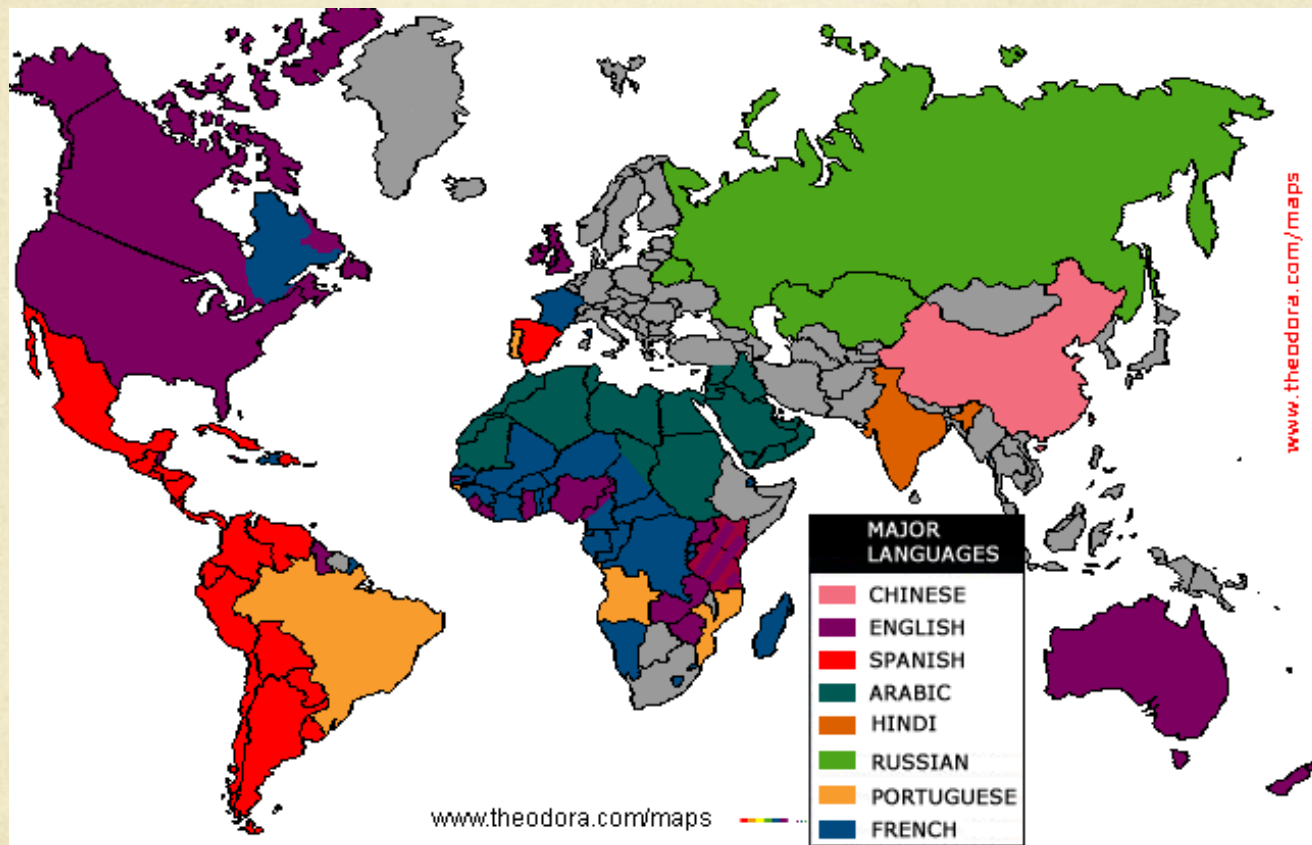




How do we check on students'  
comprehension?



When do we use native languages to explain English?





How much questioning do I need to do in the classroom versus lecturing, etc?



What are good things to bring to demonstrate U.S. culture?

